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EDITORS' TABLE.

EDITORS: A. S. PACKARD, JR., AND E. D. COPE.

——The question of the admission of women to our universities periodically agitates the controllers of those institutions, as new sets of female aspirants present themselves. This will no doubt go on until women have the same opportunities as men for higher education. The reasons why they should not enter the universities, as presented by those who oppose their claims, do not appear to us to possess much weight. The diversity of the objections is curious. On the one hand, we are told that the inferiority of the sex is such that university advantages are useless to them. Others insist that the superiority of women is so great that they should not be exposed to the vicissitudes of the student life. Some are afraid of "unsexing" them; others fear that they will be unfitted for the duties of domestic life.

We believe these estimates of woman's character to be mistaken, and the fears to which they give rise to be groundless. The relative position of the female sex was fixed before the origin of mankind, and it will not be readily changed in any material respect. When there is a prospect of changing the anatomy and physiology of woman, the possibility of "unsexing" her will present itself, and not sooner. It is the ignorance of this fact that gives rise to much of the solicitude which we hear expressed. There are a few abnormal individuals of each sex, whose sex characters are not pronounced, but this irregularity is very apt to right itself in a second generation, if any there be. For the mass of both sexes the obvious necessity is to make the most of them, intellectually, affectionally, and physically. The policy towards woman has too often been to dwarf them in one or all of these respects. In the East the physical and emotional are encouraged, and the intellectual is suppressed. In the West the physical is discouraged, shall the intellectual be so also? To suppress the intellectual development of woman, argues ignorance of his own position on the part of man. This ignorance gives rise to unmanly fear, and to injustice to his own children, and to the race. Women cannot be too highly developed, and the mind cannot be omitted from a true development. As men are the sons of women, they lose nothing by the education of their mothers. Compulsory education is quite as much needed for women as for men, and good results might be anticipated were it applied.

There are some objections to coeducation, but they are more than counterbalanced by the necessities of the case. It is true that women attain maturity earlier than men; hence they frequently outstrip male students in college and university competition. Were the competition postponed a decade in the lives of each, the results would generally be different. In fact, the objection is not a serious one, for the girls may be classed at school with older boys, as they are to be with older men in later years. If girls and women are to have university education, they must share it with men, for there cannot be two sets of buildings and two faculties for the two sexes, where one will do the work.

A different class of objections is raised from the supposed risks to propriety and morality incident to the association of the sexes in a large educational institution. As university students are generally supposed to be beyond the age of tutelage, these objections are not more applicable than to single women in other walks of life. Those who have had a proper home education are not likely to give ground of complaint, and those who have not received such training, are not likely to do better by exclusion from university education. On the contrary, such education must give them a better knowledge of men and their relations to them. And the more that is known of the facts of this question by both sexes, the better. They will discover that there are boundaries set by natural law, beyond which neither sex can pass without suffering of body or mind; and that in this, as in every other relation of life, "honesty is the best policy."

Finally, women should have university education to open to them additional avenues for obtaining a livelihood. Those who oppose it are unwittingly sustaining the too large numbers of prostitutes, incapable wives, and under-paid working women.—C.

— The *Atlantic Monthly* for October has an excellent article, by Mr. Hewett, on the administration of universities. It shows what has long been obvious, that the existing American system is a bad one, and that its faults are chiefly due to the fact that the faculties have no share in the government of our great schools. Mr. Hewett points out the self-evident fact that the persons best adapted for the management of educational institutions, *i. e.*, professors and teachers. We hope that trustees and incorporators of our universities will more and more see the necessity of selecting their new members from this class, so that in time something more like the German system may prevail in America.

— In criticising, in our last number, the determination of the Mammalia, said by Professor Whitney to have been found accompanying the Calaveras skull, we do not wish to be understood as doubting the determination of the age of the skull itself. There is good reason for believing that skull to have been buried at the period of the deposition of the gold-bearing gravel, in which it is said to have been found.